



**Review of Arlington Heights School District 25 Advanced Learning  
Opportunities and Procedures**

**Summary Findings and Recommendations**

**26 September 2023**

# Goals for Today

- Explain my task
- Show you what I found
- Explain your options and my recommendations
- Answer your questions

# My Charge and Challenged Heard from Stakeholders

- Lack of other services beyond acceleration / in earlier grades
- Parents feel like if you don't make it into advanced classes, there isn't anything else
- Defensibility of identification criteria
- Too much time and energy devoted to testing

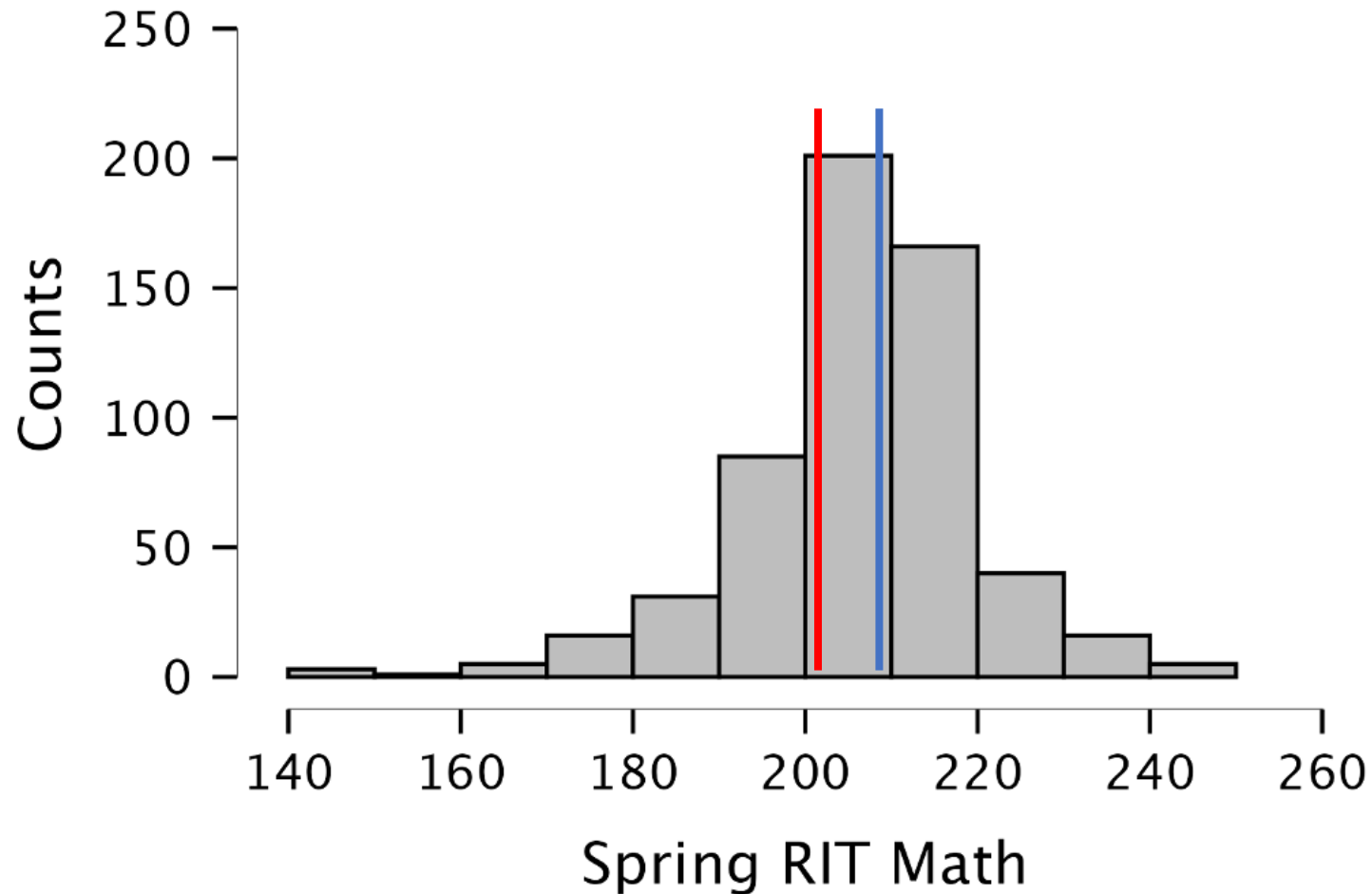
# Let's talk some data...

What do the data point to in terms of what services are needed in SD25?

# Observed Need – 3<sup>rd</sup> Grade Math

**Figure 1**

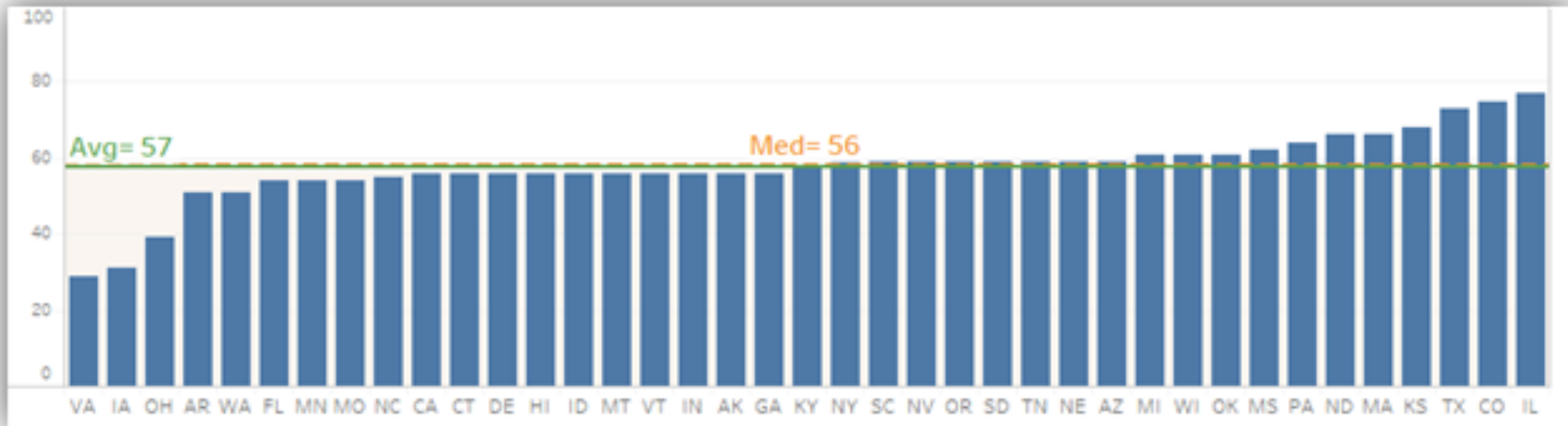
*Spring RIT Math – 3<sup>rd</sup> Grade (201 is 50<sup>th</sup> percentile, 209 is proficient)*



# A Note about Illinois

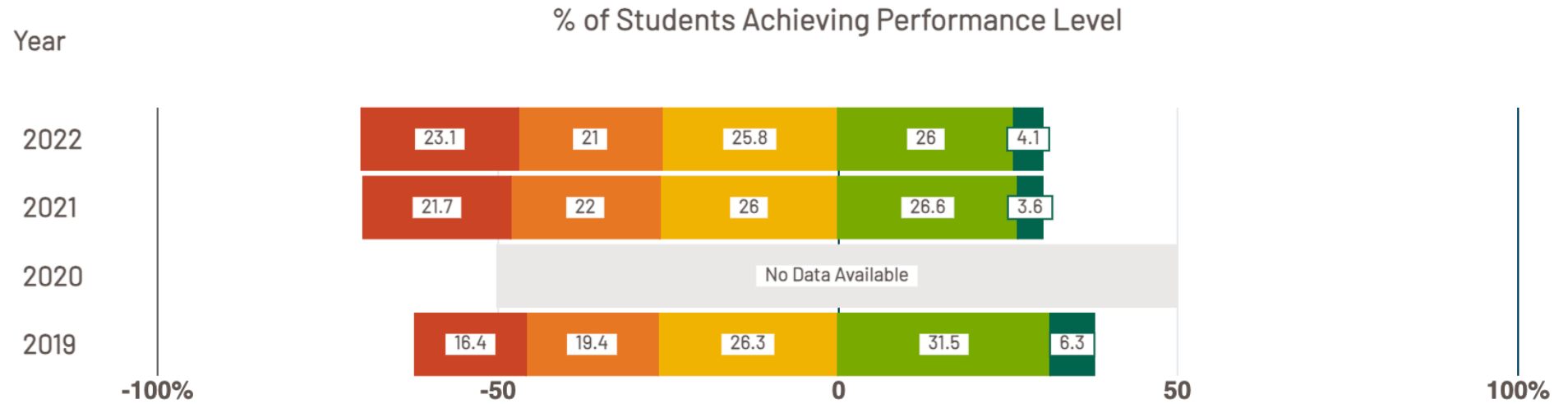
## Example Analysis: Default Linking Study of Threshold Percentiles

### Grade 4: Math



# A Note about Illinois

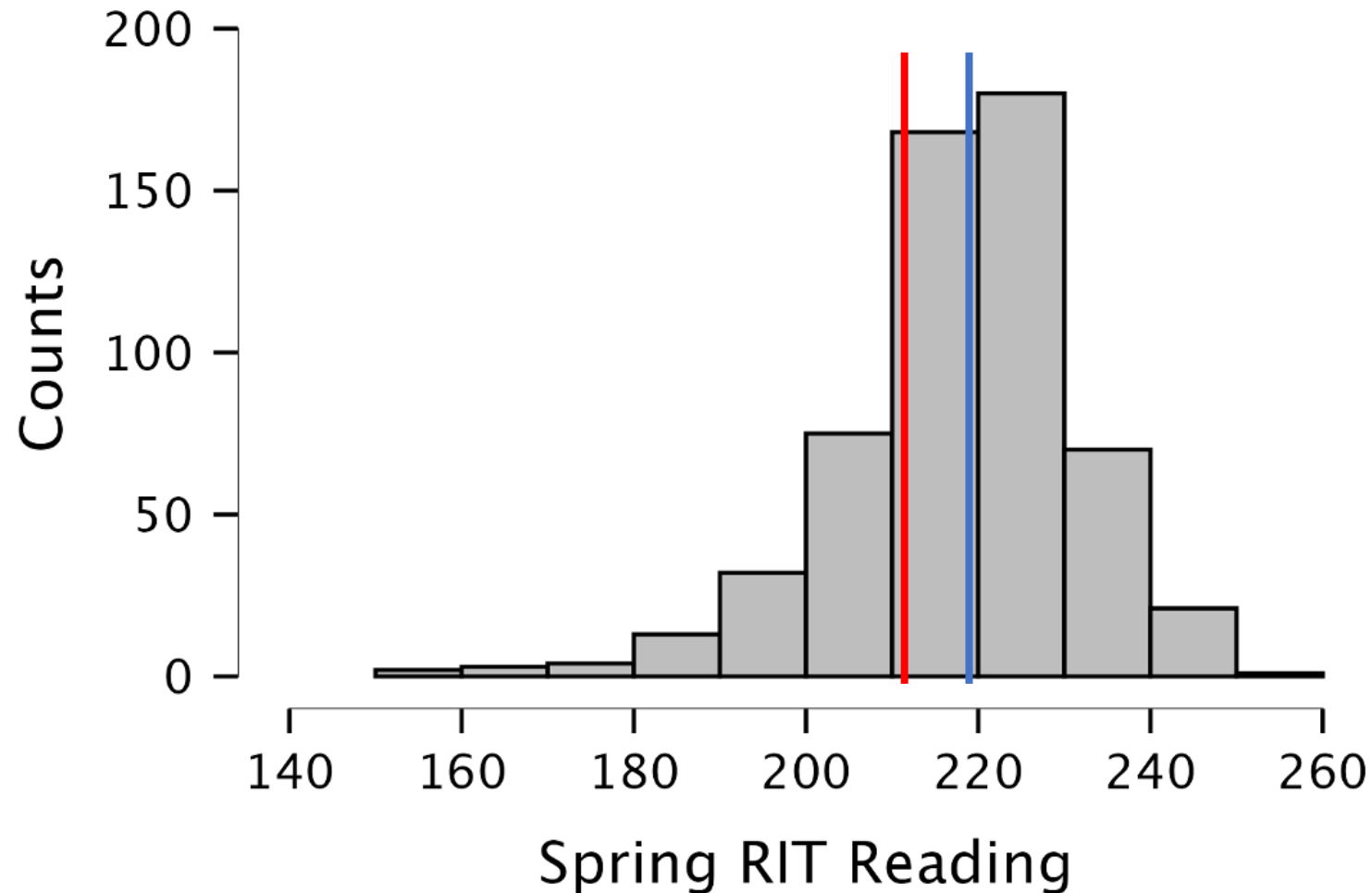
■ Did Not Meet ■ Partially Met ■ Approached ■ Met ■ Exceeded



# Observed Need – 5<sup>th</sup> Grade Reading

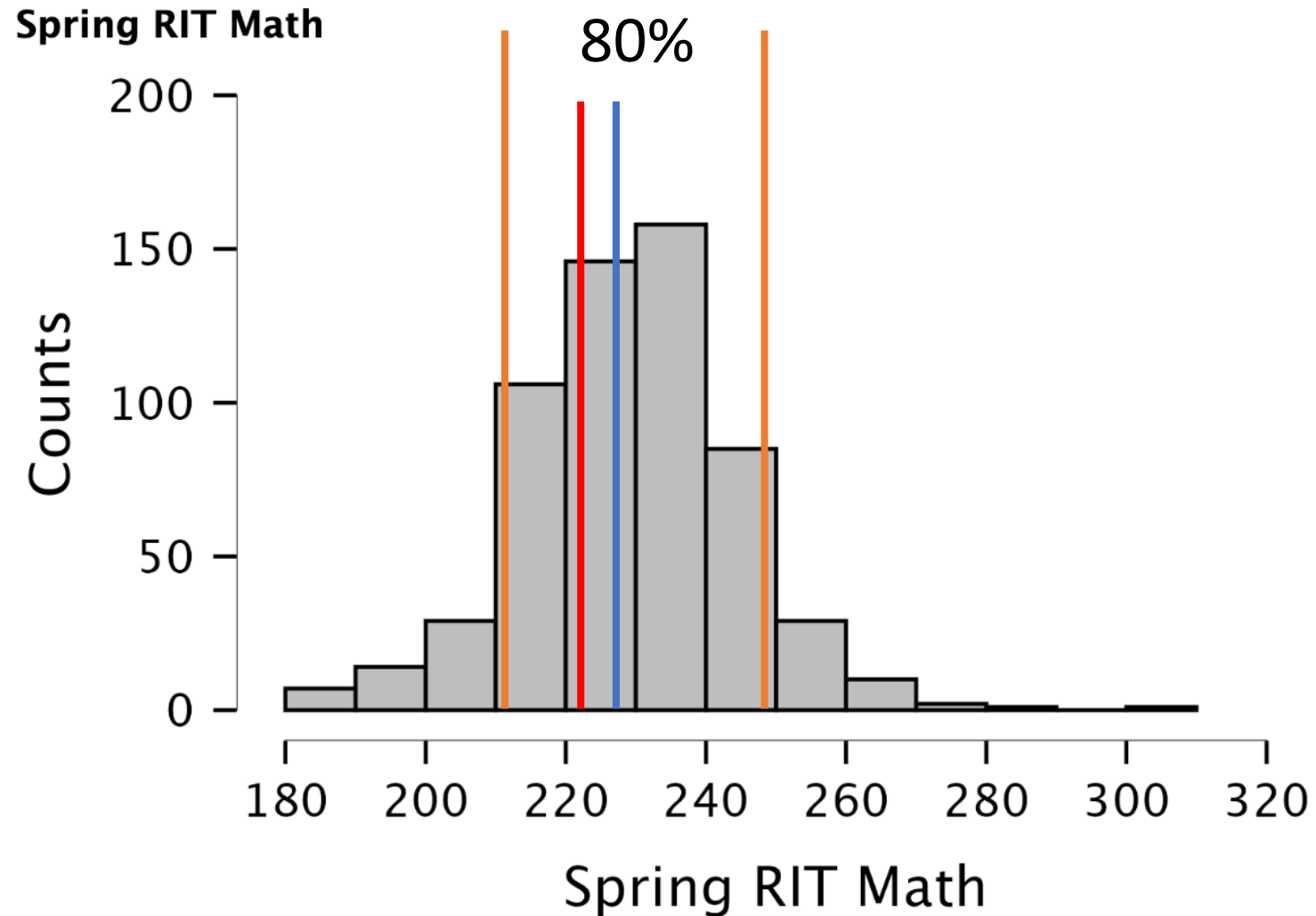
**Figure 2**

*Spring RIT Reading – 5<sup>th</sup> Grade (211 is 50<sup>th</sup> percentile, 219 is proficient)*





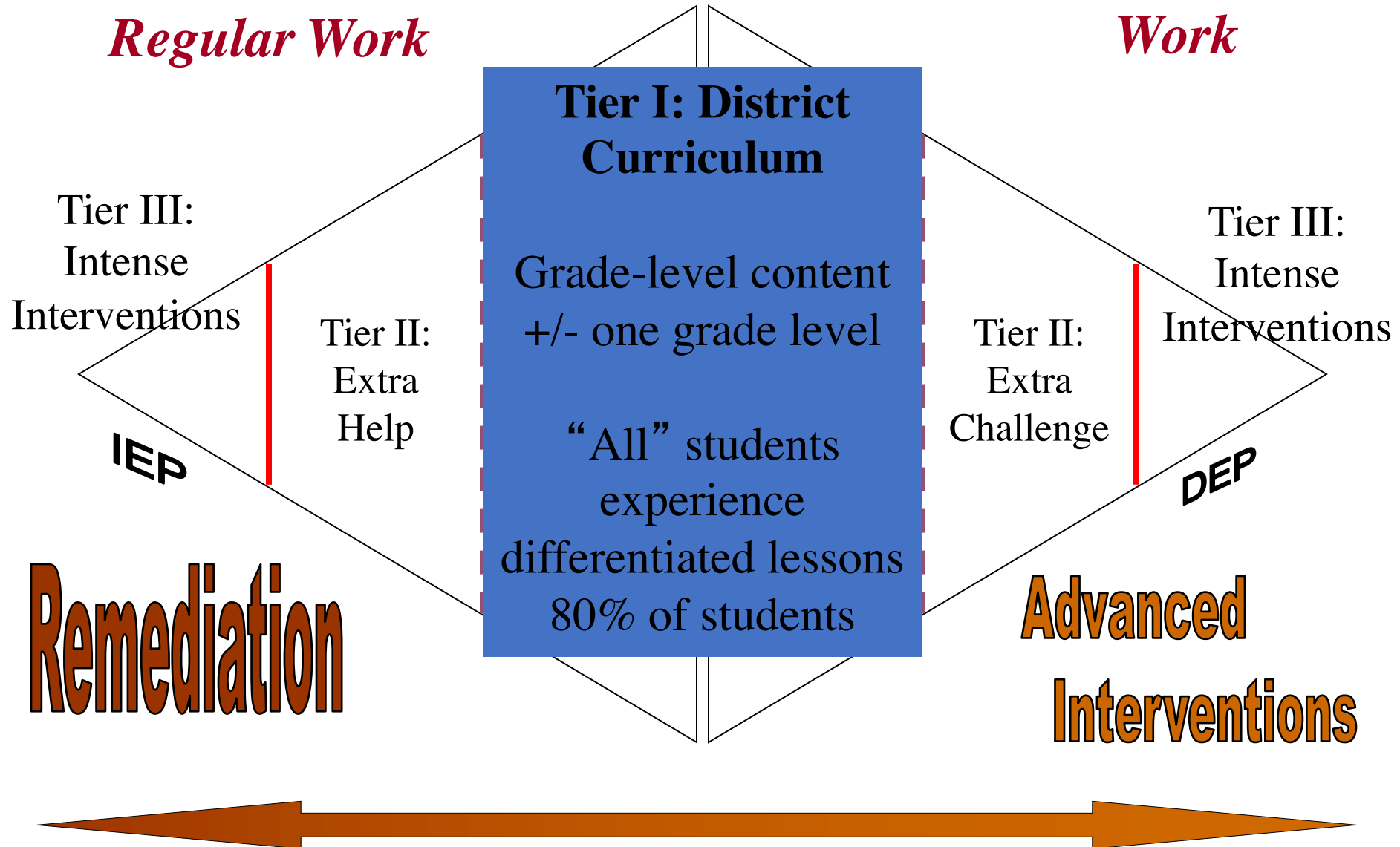
# Spring of 6<sup>th</sup> Grade Math



# Multi-Tiered System of Support (MTSS)

*In Addition to  
Regular Work*

*Beyond Regular  
Work*



# What are SD 25 Advanced Learning Opportunities?

- Advanced Language Arts (ALA) course sections: grades 6 through 8
- “Students ready for instruction are taught at a faster pace and greater depth than that of grade level language arts are placed in Advanced Language Arts. In Arlington Heights District 25 placement in Advanced Language Arts begins in sixth-grade.”
- ALA = greater depth of grade-level standards and content.

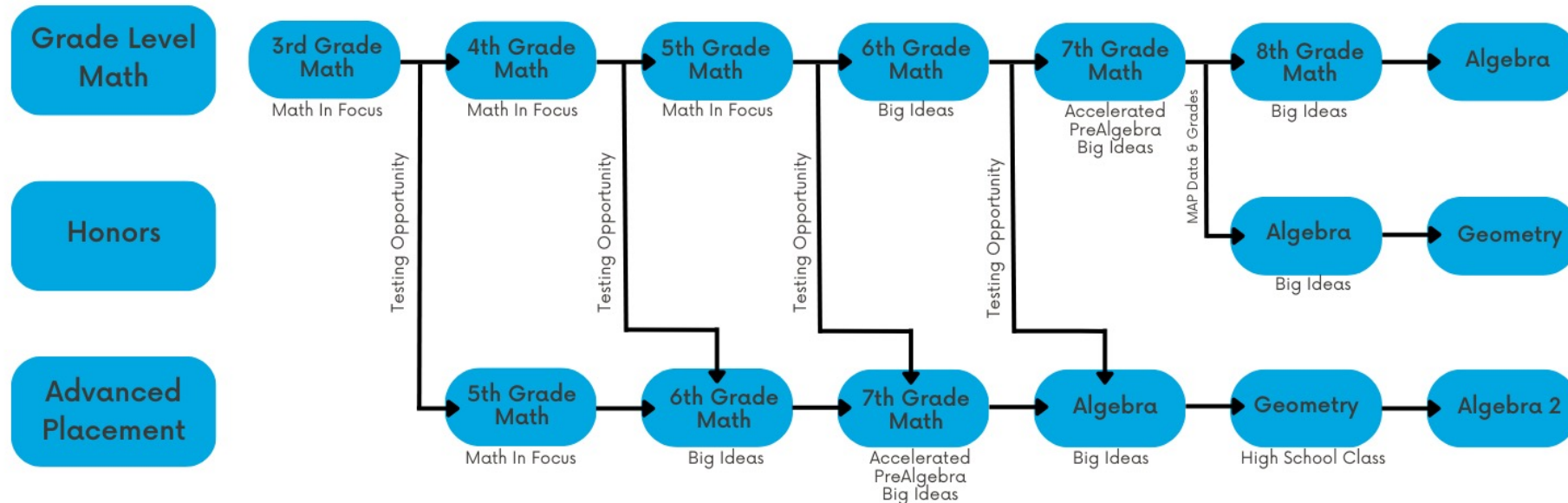
# What are SD 25 Advanced Learning Opportunities?

- Advanced Math course sections: grades 4 through 8
- “Students ready for accelerated instruction at the next grade level are considered for Advanced Math, which begins in fourth-grade. Students in fourth-grade Advanced Math are completing the fifth-grade course, students in fifth-grade Advanced Math are completing the sixth-grade course and so on. ”

# What are SD 25 Advanced Learning Opportunities?



## MATH COURSE TRAJECTORY



In District 25, we strive to challenge each student within their grade-level appropriate math class while preparing all students for Honors classes in High-School.

# What are SD 25 Advanced Learning Opportunities?

- Other subject-specific acceleration (e.g., 8<sup>th</sup> grader taking Algebra II / pre-calc)
- Full-grade acceleration
- Early entrance to K
- Student learning coaches working with classroom teachers

# Take-Aways

- SD25 students are about 20 percentile-rank points higher scoring, on average, than the nation.
- But they are also incredibly diverse – falling from ~15<sup>th</sup> to the 99<sup>th</sup> percentile in each grade and math and reading – easily / conservatively 6 grade levels of proficiency in a classroom.
- SD25 services are appropriately designed for this higher baseline.
- But services are limited before grades 4 or 6
- Unmet needs likely still exist – students whose scores indicate they are ready for even-more advanced content.

# Identification Data Points

- MAP-Growth\*\* (3x per year)
- Cognitive Abilities Test\*\* (3<sup>rd</sup> and 5<sup>th</sup> grades)
- ALA and math placement Tests (e.g., 88 5<sup>th</sup> graders tested in math)
- Little bit of teacher ratings on modified Renzulli rating scale



# Identification requires 6pts

Advanced Reading and Writing Evaluation Criteria				
<b>Reading MAP</b>	98 - 99%ile = 4 points	96 - 97%ile = 3 points	93 - 95%ile = 2 points	Below 93%ile = 0 points
<b>CogAT Verbal</b>	143 or higher = 5 points	134 - 142 = 3 points	128 - 133 = 2 points	Below 128 = 0 points
<b>Renzulli Scale</b>			Meets Criteria = 1 point	Does Not Meet Criteria = 0 points
<b>District 25 Advanced Placement Test</b>	92 - 100% = 4 points	86 - 91% = 3 points	80 - 85% = 2 point	Below 80% = 0 points
<b>Total:</b>				

Advanced Math Evaluation Criteria				
<b>Math MAP</b>	98 - 99%ile = 3 points	96 - 97%ile = 2 points	93 - 95%ile = 1 point	Below 93%ile = 0 points
<b>CogAT Quantitative</b>	143 or higher = 3 points	138 - 142 = 2 points	134 - 137 = 1 point	Below 134 = 0 points
<b>Renzulli Scale</b>			Meets Criteria = 1 point	Does Not Meet Criteria = 0 points
<b>District 25 Advanced Placement Test</b>	90 - 100% Correct = 6 points	85 - 89% Correct = 4 points	80 - 84% Correct = 2 points	Below 80% Correct = 0 points
<b>Total:</b>				

# Identification Options

Small Tweaks or Larger Changes

# Smaller Recommendations / Tweaks

Either the screening criteria for who takes the placement test are too low or the identification criteria / the scores necessary to earn points are too high

- Too many students are taking placement tests and not being identified
- Often these students are still underchallenged in the regular classroom
- Teachers described students who take the test year after year and are never identified.

Need to even-out the points from MAP and CogAT

- For ALA, scoring in the top ~2% on MAP gets you 4pts but 2pts from CogAT
- In math, top 2% gets you 3pts from MAP. 3pts from CogAT requires top .3%

# Current Identification Criteria

Advanced Math Evaluation Criteria				
<b>Math MAP</b>	98 - 99%ile = 3 points	96 - 97%ile = 2 points	93 - 95%ile = 1 point	Below 93%ile = 0 points
<b>CogAT Quantitative</b>	143 or higher = 3 points	138 - 142 = 2 points	134 - 137 = 1 point	Below 134 = 0 points
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<b>Total:</b>				

6pts needed to qualify

# Larger Recommendations – ID and Services

1. Drop placement tests or use them as a secondary pathway
2. Drop modified Renzulli scale
3. Make ID decisions based on the average of universally-collected MAP and CogAT data
4. Move to District, School, National OR School norms
5. Expand services prior to 4<sup>th</sup>/6<sup>th</sup> grades
  1. Cluster grouping
  2. Proactive use of subject- and full-grade acceleration
6. Advanced learning PD for staff / AL specific coaches

# Revised Identification Process

- Drop placement tests
- Take the average of (MAP-M & CogAT-Q) and (MAP-R & CogAT-V)
- Lower eligibility criteria / increase service population size
- Identify students based on:
  - District norms
  - School norms
  - Combination of National OR School norms
  - Combination of National OR District norms

# Pathways Modeled:

1. Current system
2. National norms – 93<sup>rd</sup> (math) or 95<sup>th</sup> (ELA) percentile
3. District norms – 87<sup>th</sup> (math) or 90<sup>th</sup> (ELA) percentile
4. School norms – 87<sup>th</sup> (math) or 90<sup>th</sup> (ELA) percentile
5. MAP only school norms – 87<sup>th</sup> (math) or 90<sup>th</sup> (ELA) percentile
6. National OR School
7. National OR District

# Alternative Identification Criteria

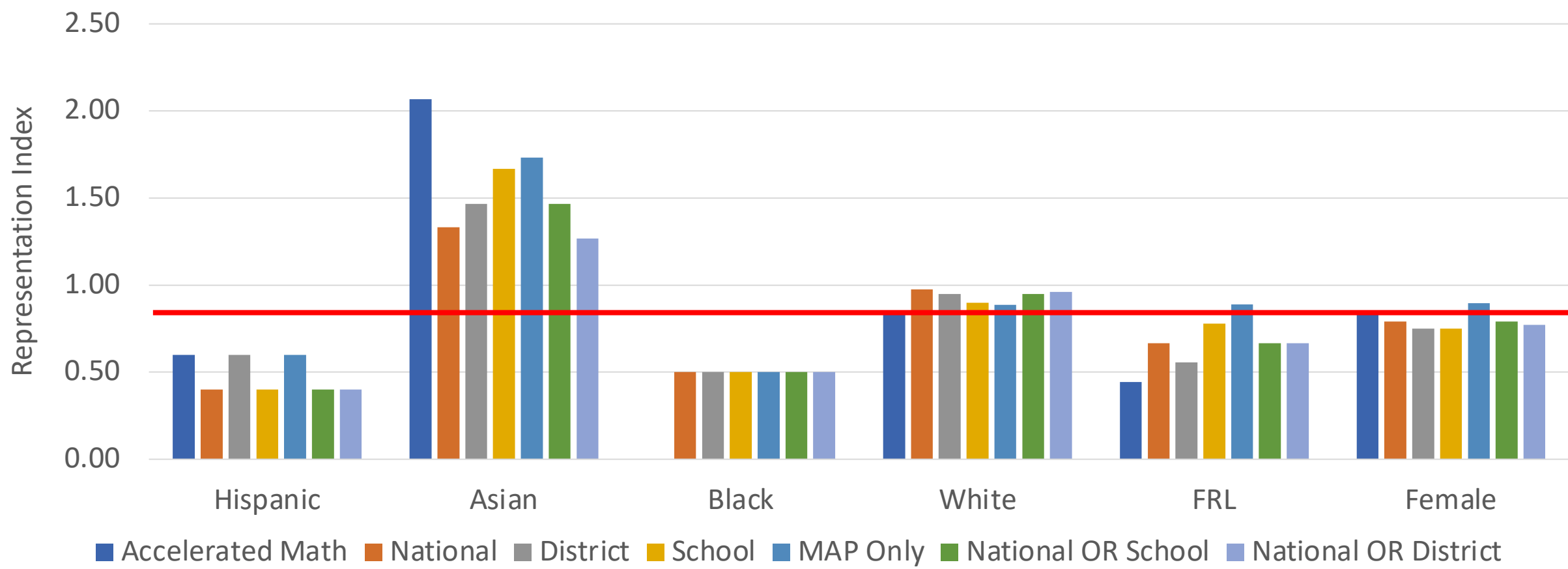
How did we compare them?

- Demographics (race / ethnicity, FRL, Gender)
- Representation indices (%Gifted / %Overall)
- CogAT Scores (average, lowest, highest, SD)
- MAP Scores (average, lowest, highest, SD)
- Did any two pathways identify similar students?



# Revised Identification Process Demographics

Representation Indices Under Various Normative Criteria:  
4th Grade Advanced Math



# Revised Identification Process Descriptives

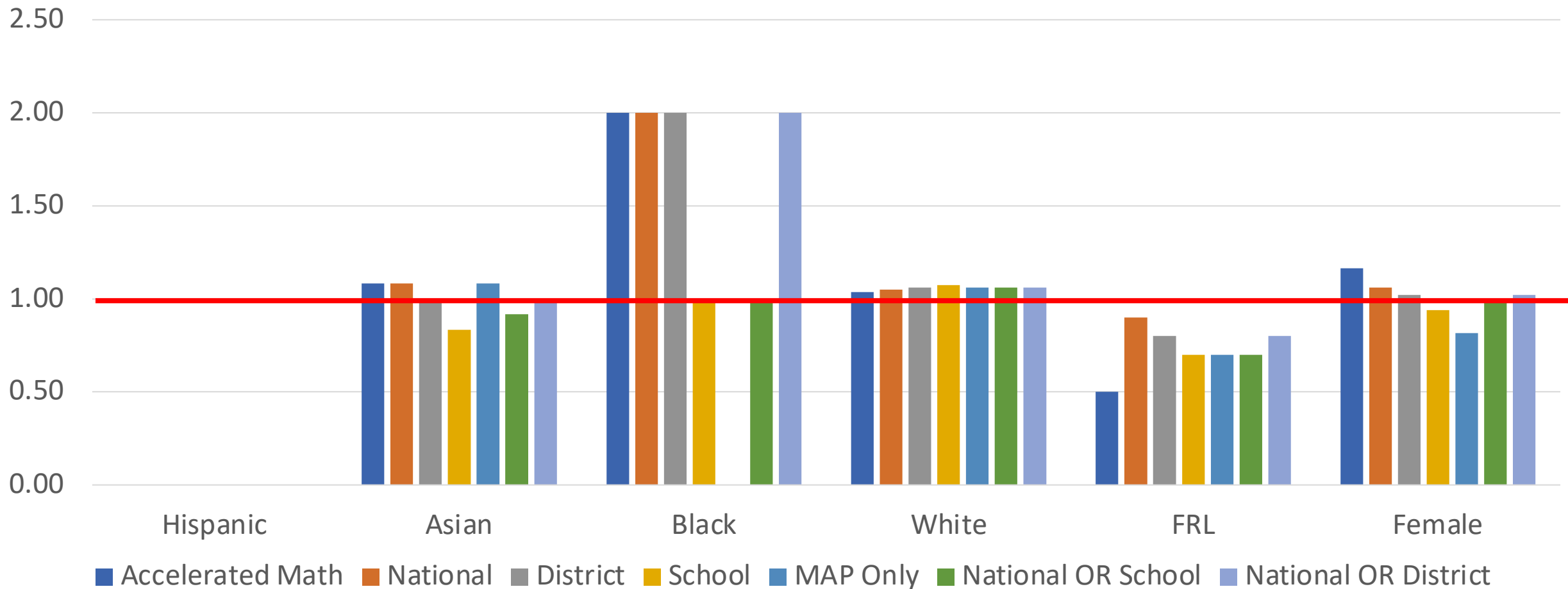
Criteria	Mean CogAT-Q	Min CogAT-Q	Max CogAT-Q	SD CogAT-Q	Mean MAP-M	Min MAP-M	Max MAP-M	SD MAP-M
Sample Population	112.0	69.0	149.0	15.0	207.0	145.0	248.0	14.0
Accelerated Math	131.0	111.0	149.0	7.3	225.0	210.0	248.0	8.8
National Norms	133.0	117.0	149.0	6.3	226.0	210.0	248.0	8.4
District Norms	134.0	117.0	149.0	6.4	226.0	210.0	248.0	8.0
School Norms	133.0	117.0	149.0	6.4	225.0	210.0	248.0	8.7
MAP Only School Norms	128.0	84.0	149.0	10.5	226.0	215.0	248.0	7.6
National OR School	132.0	117.0	149.0	6.3	225.0	210.0	248.0	8.4
National OR District	133.0	117.0	149.0	6.4	226.0	210.0	248.0	8.4

# Revised Identification Process Numbers By School

School	Current	National	District	School	MAP Only	National OR School	National OR District
Dryden	10	15	14	10	10	15	15
Greenbrier	7	9	9	8	9	9	9
Ivy Hill	13	13	12	14	18	14	13
Olive-Mary	9	8	8	14	14	14	8
Patton	12	11	8	10	10	11	11
Westgate	10	11	10	14	15	14	12
Windsor	14	21	19	15	14	21	21
Total	75	88	80	85	90	98	89

# Revised Identification Process Demographics

Representation Indices Under Various Normative Criteria:  
6th Grade ALA



# Revised Identification Process Demographics

Criteria	Mean CogAT-V	Min CogAT-V	Max CogAT-V	SD CogAT-V	Mean MAP-R	Min MAP-R	Max MAP-R	SD MAP-R
Sample Population								
Accelerated Math	133.0	116.0	155.0	7.9	235.0	220.0	252.0	6.9
National Norms	135.0	119.0	155.0	6.7	238.0	227.0	252.0	5.6
District Norms	135.0	119.0	155.0	6.7	238.0	227.0	252.0	5.6
School Norms	134.0	119.0	155.0	6.5	236.0	220.0	252.0	6.6
MAP Only School Norms	129.0	112.0	155.0	9.5	238.0	230.0	252.0	5.0
National OR School	134.0	119.0	155.0	6.5	236.0	220.0	252.0	6.5
National OR District	134.0	119.0	155.0	6.7	238.0	227.0	252.0	5.5

# Revised Identification Process Demographics

School	Current	National	District	School	MAP Only	National OR School	National OR District
Dryden	5	7	8	9	8	9	8
Greenbrier	10	8	8	5	5	8	8
Ivy Hill	6	11	12	11	11	11	12
Olive-Mary	18	10	11	12	13	12	11
Patton	4	4	4	9	9	9	4
Westgate	5	5	6	11	11	11	6
Windsor	12	11	11	10	10	11	11
Total	60	56	60	67	67	71	60

# Benefits

- Make service populations more consistent across years and buildings
- Some equity improvement for FRL, White, or Asian in math
- Simplicity – all data points are universally collected and automatically scored
- Still predominantly getting the same students – in some ways stronger students.
  - More so in math (65/75)
  - Less so in ALA (43/60)

# Drawbacks

- Current ALA process emphasizes writing. MAP-R and CogAT-V do not.
  - Potentially, students could get identified who are “weaker” in writing
- Students taking MAP-M and MAP-R could be seeing items way above “grade level”.
  - This could mean a student gets identified having mastered Algebra but we’re not clear on their 6<sup>th</sup> grade math content mastery.
- We’d be removing the least-correlated data points – the one measuring something most-different from MAP or CogAT.
  - But again, you’re still predominantly getting the same students...



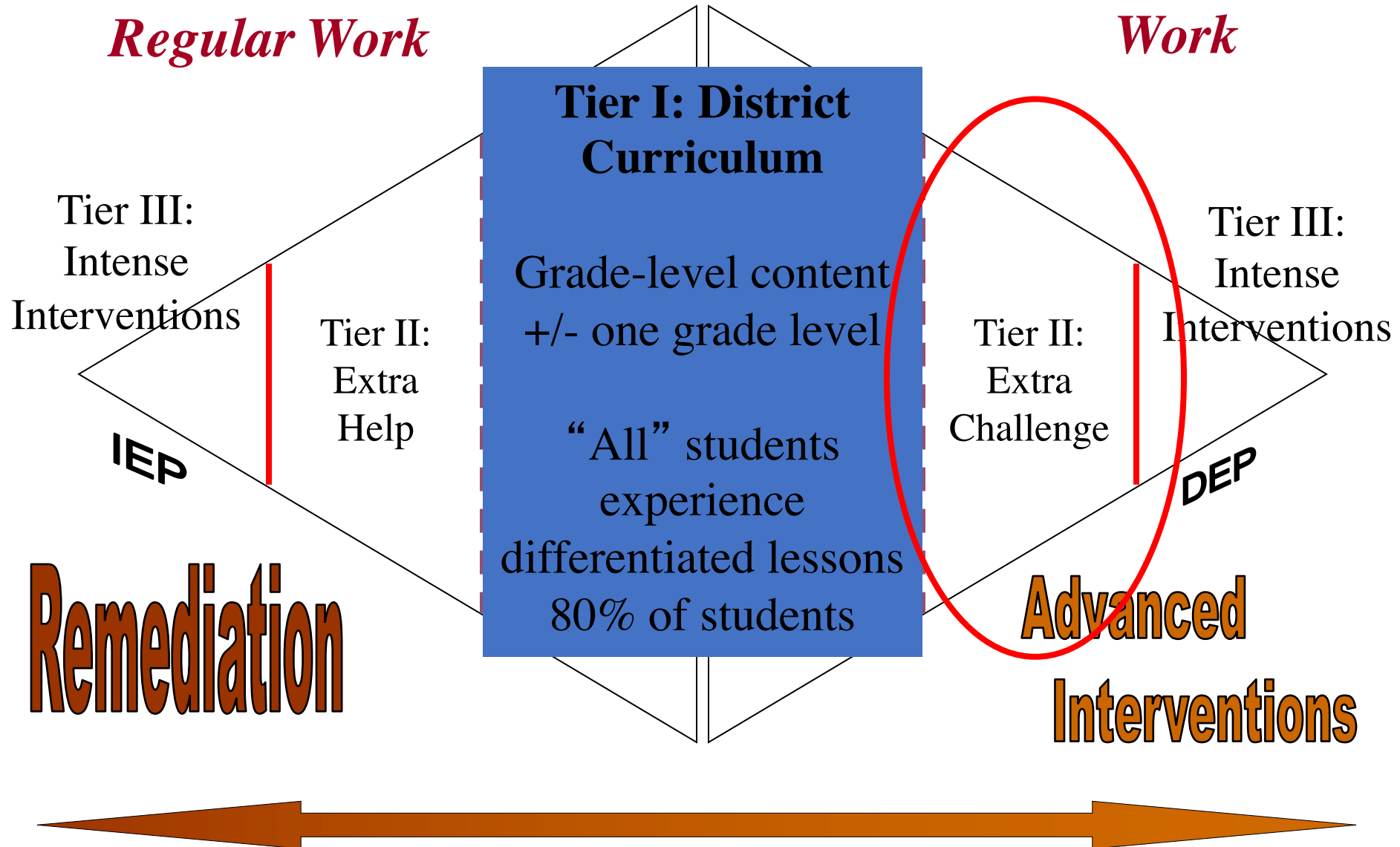
# What about services?

Lots of comments from parents and teachers about the lack of services before grades 4/6 and how the advanced classes are perceived as the only place where advanced learners can get challenged.

# Multi-Tiered System of Support (MTSS)

*In Addition to  
Regular Work*

*Beyond Regular  
Work*



# Donut Hole

- In grades K-3 for all content areas and
- In grades K-5 for ELA
- Students too advanced for grade-level differentiation, but fall one or two points short of ALA or advanced math,
- The sole “service” is whatever the classroom teacher and student learning coaches can provide.

# Heterogenous Class Placement

- Example Windsor Placement – Reading MAP Data

	TOTAL	Classroom 1	Classroom 2	Classroom 3	Classroom 4
234 - 249	9	3	2	2	2
216 - 234	32	8	8	8	8
197 - 215	25	6	7	5	7
178-196	18	3	5	5	5
158 - 177	4	2	0	2	0
TOTAL	88	22	22	22	22

Implement Clustering and  
Proactive Use of Acceleration

# Cluster Grouping

- Example Windsor Cluster Grouped Placement - Reading

	TOTAL	Classroom 1	Classroom 2	Classroom 3	Classroom 4
234 - 249	9	9			
216 - 234	32		8	12	12
197 - 215	25	7	8	5	5
178 - 196	18	6	4	3	5
158 - 177	4	0	2	2	0
TOTAL	88	22	22	22	22

# Proactively Screen for Acceleration

- Grades 1-3
- 5% of D25 1<sup>st</sup> graders are outscoring 50% of the nation's 3<sup>rd</sup> graders in reading and math.
- 5% of D25 3<sup>rd</sup> graders would get all of the achievement and aptitude points possible on the Iowa Acceleration Scale and 4/6 in ability.

# Expanded Services

Expanded acceleration +  
expanded access to ALA and advanced math +  
cluster grouping +  
PD and more proactive differentiation at Tier 1  
=  
100% of students being challenged



# Summary Recommendations

1. Drop placement tests or use them as a secondary pathway
2. Make ID decisions based on the average of universally-collected MAP and CogAT data
3. Move to District, School, National OR School norms
4. Expand services prior to 4<sup>th</sup>/6<sup>th</sup> grades
  1. Cluster grouping
  2. Proactive use of subject- and full-grade acceleration
  3. Lower criteria for ALA / advanced math?
5. Advanced learning PD for staff / AL specific coaches
6. Earlier grades?

A blue ballpoint pen with a silver-colored tip and clip is positioned diagonally across the frame. It rests on a document featuring a bar chart with several blue bars of varying heights. The entire image is overlaid with a semi-transparent blue filter. The word "Questions?" is written in a clean, white, sans-serif font, centered horizontally and partially overlapping the pen and the chart.

Questions?